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ABSTRACT

The purpose of this practicum was to develop and implement a new middle school teacher assignment and pupil class schedule. The need for the new schedule was identified by both parents and staff during a series of meetings designed to identify major problems facing the district. The schedule that was developed, with extensive input from the toatl school community, was approved by the Sausalito School District Board of Trustees for implementation during the 1975-76 school year. A positive evaluation of the model has resulted in its adoption, with minor changes, for the 1976-77 school year. (Author)

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DEVELOPING AND IMPLEMENTING AN EFFECTIVE STUDENT AND TEACHER ASSIGNMENT SCHEDULE

by Donald W. Johnson

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PREFACE

The pressures being brought to bear on public education by the shrinking dollar and increased public demands for accountability have resulted in the immediate need for both a more efficient and cost effective system of public education.

This practicum may serve as a guide for those in school management interested in developing a more effective and efficient middle school teacher and pupil assignment schedule designed to respond to these concerns.

ABSTRACT

The purpose of this practicum was to develop and implement a new middle school teacher assignment and pupil class schedule.

The need for the new schedule was identified by both parents and staff during a series of meetings designed to identify major problems facing the district.

The schedule that was developed, with extensive input from the total school community, was approved by the Sausalito School District Board of Trustees for implementation during the 1975-76 school year. A positive evaluation of the model has resulted in its adoption, with minor changes, for the 1976-77 school year.

1. IDENTIFICATION OF THE PROBLEM

Upon assuming the responsibilities of Superintendent of the Sausalito School District, the Practitioner was charged by the Board of Trustees with the task of identifying and resolving a number of major problems affecting a deterioration of public confidence in the system's ability to meet the educational needs of children.

As the result of an intensive survey of pupil needs it became evident that the scheduling process at the middle school had some serious flaws that were, it was felt, contributing significantly to several of that school's problems.

Poor scheduling practices resulted in disparities among children relative to available course offerings as well as time allotments. This resulted in a heavier than normal load of academics for some children while others suffered from a less than adequate course load.

The work load demanded of teachers varied. These class assignments did not always reflect their training. These, and other related problems, had created serious morale problems among the staff.

The identification of the aforementioned problems resulted in a charge from the Board of Trustees that the Practitioner, employing the resources of the total school community, develop a new schedule which would better reflect and meet the needs of the children and staff at the middle school.

The practicum report that follows reflects the Practitioner's efforts to develop and implement a new middle school schedule that would increase educational advantages to children, raise staff morale, have a beneficial effect on the district's finances, and help restore public confidence in the school district.

2. PARTICIPANTS AND THEIR ROLES

Board of Trustees

The Sausalito School District Board of Trustees had identified, prior to the employment of the Practicum Participant, a number of problems, including middle school scheduling, which it felt needed to be resolved if the educational program of the district were to be improved. This perception, along with subsequent formal action as a Board, gave needed leadership to the entire project.

The Trustees, through their participation on various subcommittees, also insured their involvement in the review and eventual adoption of the school schedule.

Two members of the Board, serving on the Academics Committee, suggested several changes to the draft schedule and brought the final product to the full Board for approval.

The two members of the Board serving on the Personnel Committee reviewed and recommended the various staff changes that were also necessary parts of the final implementation of the schedule.

The Board as a whole also communicated to the community the various facets of the schedule which were of public interest and concern.

The Middle School Principal

Since the middle school Principal would also be charged with the implementation of the new schedule as well as evaluating its success, it was necessary to involve him in virtually all aspects of the plan development and implementation.

His creative participation gave on-site leadership to the staff, parents and children in the development of the plan. Further, he served as an effective communication link between those groups and the Practitioner. His individual contributions as an educational leader served to strengthen the final product.

The Administrative Cabinet

The Administrative Cabinet, composed of the school principals, the supervisor of transportation, the supervisor of buildings and grounds, and the business manager, also played a key role in the development and implementation of the new schedule. Each, by virtue of his or her responsibilities, had to be involved.

The Principals, because of their experience and training, recognized the need for close coordination and articulation of the new schedule at all levels of the educational program. They played key advisory roles in the development of the schedule. Finally, they also served as communication links between the Practitioner, the middle school staff and their respective school communities including parents, teachers auxiliary staff members, and pupils.

The supervisor of transportation was concerned with changes in schedules that might conflict with programs in other schools.

The supervisor of building and grounds was responsible for shifts in books, materials and supplies. His involvement was also mandated by the physical changes in classrooms required by changes in course offerings.

The district's business manager, while less directly involved than the others, also gave needed leadership by helping to determine the cost effectiveness of the various scheduling and assignment patterns that were considered.

Teachers

The teachers, particularly those at the middle school, performed a major advisory role in the development and implementation of the schedule.

They helped to identify the problems and related needs through group and individual meetings. They supplied many of the suggestions for improvement and also provided the leadership that was necessary to the successful implementation of the plan.

These efforts, relative to the dissemination of information to the parents, students and the broader community, proved to be a key element in the evident success of the plan.

The Students

The middle school student council spent several sessions discussing its conception of the strengths and weaknesses of the old schedule during the plan development

phase of the operation. Their suggestions, relative to improving the prior schedule, proved invaluable. Moreover, their communications with fellow students, parents, and teachers also provided an important and useful link in the total process.

Parents

Parents, through their participation in conferences, surveys and Board meeting presentations, provided impetus for the total project. Parental expectations relative to the academic program, along with staff input, provided the basis for schedule design. Their function as evaluators was also critical to the development, implementation, and future success of the new schedule.

The Practitioner

The Practitioner functioned in the dual capacities of (1) administrator/facilitator, and (2) evaluator. Following the identification by the Board of Trustees of a number of concerns relative to the educational program at the middle school, he conducted a needs assessment through parent surveys, group and individual staff conferences, and a review of relevant data. Based on this assessment a practicum proposal was developed. The proposal included a statement of the problem, a proposed solution to the problem, and an evaluation plan.

The Practitioner obtained the approval of the Sausalito School District Board of Trustees to carry out the proposed practicum; gained the cooperative commitment of parents, students and staff members involved in the practicum; met with

parents, pupils and staff to monitor the practicum process and progress; recommended to the Board of Trustees the needed changes in the schedules, staff assignments; and carried out the major aspects of the evaluation plan.

3. PRACTICUM PROCEDURES

Needs Assessment

In September of 1974 the Practitioner was asked to assume the job of Superintendent of the Sausalito School District. He was charged by the Board of Trustees with the responsibility of identifying and resolving the myriad of problems which beset the district and which had resulted in an overwhelming deterioration of public confidence in the system's ability to meet the educational needs of children.

The specific needs of children were identified through:

-- a series of meetings (both private and public) with parents, community groups and children

-- an analysis of the achievement of the children, using state and local testing results

-- teacher evaluation of problems based on classroom observations and meetings with the staff of the receiving high school to improve articulation

-- a needs assessment survey of all parents and teachers (see Appendix A)

-- the observations of consultants employed by the district to construct continuums in language arts and mathematics.

Community Involvement

During the Fall of 1974, a series of community meetings was arranged for each of our schools. Parents and interested

citizens were asked to attend and respond to several general questions which would help the staff to develop plans for the improvement of the district's educational program. Included in the questions asked were the following related to the middle school schedule:

1. Do you feel the current academic program at Martin Luther King is adequate?
2. If you had a choice, what changes would you make in your child's present class schedule?
3. What course offerings do you feel could be deleted from the Martin Luther King schedule without adversely affecting the current MLK schedule?
4. What course offerings do you feel should be added to the schedule to improve the program?
5. What other suggestions do you have, of a non-personal nature, that you feel would improve the quality of education at Martin Luther King?

Specific suggestions, gathered by staff as a result of these discussions included the following objectives:

1. Alloting more time each day for academics, particularly language arts.
2. Preventing children from leaving core classes to attend music, foreign language or creative writing or typing classes. The schedule should be changed so that students wishing to take these classes as electives could do so without disrupting their academic program.

3. Art and music should be included in the regular program for 4th, 5th and 6th grades without adversely affecting the core subjects.
4. The need for placing more emphasis on science.
5. Adding a course in health and nutrition to the curriculum.
6. The addition to the curriculum of French as a foreign language.
7. Expansion of the typing program.
8. Minimizing time spent in physical education classes.
9. Minimizing electives for 4th, 5th and 6th grade children.

Analysis of Achievement Test Data

An analysis of the state and district test scores for the past several years (see Appendix B) indicated that, while there was a slight improvement in both math and reading scores at all levels, the mean test scores were generally below grade level in the middle school while the state scores showed the district to be below the fifty percentile in all subjects at all levels.

Staff Involvement

During the late Fall and early Spring of 1975, all middle school teachers were given release time to visit their counterparts at the local receiving high school in order to improve articulation and to assess the deficiencies in our program as perceived by the high school teachers. Upon their return from these visits, each teacher was asked to make a brief written report on what he or she had observed listing any

changes in our current operation which might conceivably improve the articulation between the two schools. Further, during parent conferences in January, teachers surveyed all parents regarding their perceived needs for the middle school as well as the district as a whole and reported the results to the principals.

From January through April of 1975 the Practitioner met with the entire staff, including instructional aides, on a one-to-one basis for a minimum of one-half hour. During these meetings, a number of questions were asked relative to the need for change. A great deal of information was gathered which was eventually useful in formulating the new schedule.

Consultants' Role

Finally, two curriculum consultants, employed by the district, shared with the total staff and the Board their analysis of District problems. This analysis included a strong recommendation for a revised schedule at the middle school and reflected almost all of the suggestions made by the parents at the earlier community meetings.

Conclusions

Through this intensive investigation, the total staff, during several meetings designed to review the input of related data, concluded that the current schedule had created the following problems:

-- Disparities in the amount of time children at the same grade level spend in academic subjects.

-- Inefficient utilization of the strengths and skills of individual teachers in teacher assignments.

-- Assignment of special teachers and support personnel which makes it impossible for a significantly high number of children to take advantage of their services.

-- Conflicts in the schedule resulting in inequities in teacher contact time with pupils.

What was needed was a schedule which would give children additional instructional time in academic subjects without sacrificing the enrichment activities which are part of the present program. Other objectives included better utilization of teacher skills and more individualized help for children with learning disabilities.

4. THE SCHEDULE DEVELOPMENT PROCESS

By mid April, the total staff and the Board agreed that a new schedule would be developed and implemented in September. Under the leadership of the Practitioner, a middle school staff meeting was called to establish a steering committee charged with the responsibility of developing a draft schedule. The committee, composed of the Principal, a 4th grade teacher, a 7th grade core teacher, a teacher of educationally handicapped children, the woodshop teacher and a physical education teacher, represented a cross section of the school staff. The practitioner served as chairman of the committee.

Identification of Objectives

The first step the committee took was to review and affirm or revise the objectives suggested earlier by the Practitioner. The following objectives were reviewed:

-- The time allotted each child for academic subjects will be increased by at least forty minutes per day.
-- Every middle school teacher will teach at least 250 minutes per day.
-- Teachers will be assigned to subject areas based on their professional preparation or areas of interest.
-- All children will receive instruction in science during both the spring and fall semesters.

-- One additional Learning Disabilities Group teacher will be assigned to work with children with specific learning disabilities.

-- All elective subjects affirmed by the Board will be continued without sacrificing time allotted for academic core subjects.

With the exception of the recommendation regarding science, which the committee flet would represent an excessive amount of time and should be modified, all the recommendations were accepted.

Committee and Staff Interaction

Subsequently, during the next two weeks, the Practitioner, at the steering committee's request, held individual conferences with all teachers to inventory individual skills and seek further suggestions regarding the determination of objectives in the formation of the new schedule. Additionally the steering committee conducted a brainstorming session with the schools' staff to encourage total participation, elicit support and encourage the sharing of new ideas and alternative solutions. Several teachers volunteered to examine relevant literature that might be found in the several local professional libraries. The Middle School We Need was identified as a desirable publication; copies were given to all middle school teachers.[1]

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[1]Thomas E. Gatewood and Charles A. Dilg, The Middle School We Need (Washington D.C.: Association for Supervision and Curriculum Development, 1975).

Schedules from other districts were also requested so that unique ideas developed by others might also be incorporated into the final product.

The steering committee then met to discuss the feasibility of new ideas and assess the degree of support for these ideas. Worksheets for constructing schedules were distributed to all committee members, and each member, following the parameters established by the priority list, constructed practice schedules. The object was to familiarize each committee member with the difficulty in achieving a schedule that minimizes compromises.

The committee continued to meet almost daily to consider the various schedules that had been constructed and incorporate the desirable features of each into one master schedule.

Schedule Analysis

Once the first draft of the final schedule was completed (see Appendix C), the steering committee then set to work comparing its proposed teacher and class scheduling efforts with the 1974-75 teacher and class schedules (see Appendix D) to determine to what extent it had met the goals that had been established earlier. Each goal was considered separately with the following results:

Objective #1: The time allotted for each child for each day for academic subjects will be increased by at least forty minutes.

TABLE 1

AN ANALYSIS OF THE NUMBER OF MINUTES ALLOTTED TO EACH CLASS EACH DAY FOR ACADEMIC SUBJECTS IN 1974-75 SCHEDULE WHEN COMPARED TO THE 1975-76 SCHEDULE

Class	No. of Minutes Daily for Academics 1974-75 Schedule	No. of Minutes Daily for Academics 1975-76 Schedule	Difference
4A	200	255	55
4B	200	255	55
4C	200	-	-
4/5	-	255	-
5A	200	255	55
5B	200	255	55
6A	160	255	95
6B	-	255	-
6C	200	-	-
7A	160	255	95
7B	160	255	95
7C	200	-	-
7/8	-	255	-
8A	160	255	95
8B	160	255	95

(- indicates no comparable class)

The analysis (Table 1) shows clearly that for comparable classes, the number of minutes devoted to academics increased by at least 55 minutes, and in some cases, 95 minutes.

Objective #2: Every middle school teacher will teach at least 250 minutes per day.

Table 2 confirms the fact that the new schedule not only increased the total number of minutes each teacher taught, but also provided the desired equity that was a shortcoming of the prior schedule. As indicated, the two teachers who provided extended day service were compensated for their extra efforts. Parenthetically, it is also interesting to note that rather than objecting to the longer working day, the Sausalito District Teachers Association included these provisions of the schedule in their master contract.

TABLE 2

THE NUMBER OF INSTRUCTIONAL MINUTES SCHEDULED
BY TEACHER FOR 1974-75 AND 1975-76

Teacher	Instructional Minutes 1974-75	Teacher	Instructional Minutes 1975-76	Difference
Bearsh	240	Greg	300	+60
Jones	240	Jones	300	+60
Clemens	240	Bennison	350*	+110*
Ward	240	Ward	350*	+110*
Sarasy	240	Sarasy	300	+60
Shippey	200			
Baraty	240	Baraty	300	+60
Spells	240	Spells	300	+60
Goss	240	Goss	300	+60
Larson	240	Larson	300	+60
Flynn	240	Flynn	300	+60
Byrne	160	Byrne	300	+140
Klenk	160	Klenk	300	+140
Tousant	160	Tousant	300	+140
Thomson	160	Thomson	300	+140
Vial	240	Vial	300	+60
Walsh	240	Walsh	300	+60
Pokorny	240	Pokorny	300	+60
Yearby	280	Menaster	300	+20

(*Teachers to receive extra compensation for added period)

Objective #3: Teachers will be assigned to subject areas based on their professional preparation or areas of interest.

While the district had maintained for some time a program which included a full list of electives, several courses had been added to this list at the discretion of the school principal or a school Board member. These additions were not necessarily based on a demonstrated need. Because these courses represented isolated offerings that were not a permanent or integrated part of the curriculum teachers with a free period, little interest and less skill were asked to provide instruction in modern dance, American Indian life and needlepoint, to mention a few. These classes, which teachers were required to teach, had added significantly to their frustrations and placed unnecessary demands on planning time which could have been devoted to their primary subject areas.

The committee, upon the recommendation of the Practitioner and the approval of the Board, changed the schedule to limit its course offerings to those for which qualified teachers were available. All other classes, except French, for which a new teacher was employed were dropped from the schedule. Special subject area teachers were allowed time to serve as resource teachers to self contained classes at the district's primary school as well as in other middle school classes much to the delight of both groups of teachers.

Objective #4: All children will receive instruction in science during both spring and fall semester.

During the planning stages the committee felt that this was an important objective. They later modified their position to one of offering formal science for one semester each year to all seventh and eighth grade students. Students in the fourth, fifth and sixth grades, while having access to the science facilities, would receive less formal instruction from their homeroom teacher as a part of their regular weekly program.

Objective #5: One additional Learning Disability Group teacher will be assigned to work with children with specific learning disabilities.

In addition to the regular learning Disability Group class the equivalent of one new Learning Disability Group class was added to the schedule by taking advantage of the free periods of selected general subject area teachers. This enabled scheduling six periods, three in math and three in reading, for the fourth, fifth, sixth, seventh and eighth grade classes respectively during the course of the school day. Teachers for these six periods were selected for their academic strength and their classes were scheduled during periods which would not conflict with other academic course offerings.

Objective #6: All regular elective subjects affirmed by the Board will be continued without sacrificing the time alloted for academic core subjects.

By offering all electives for seventh and eighth graders, as well as for fourth, fifth and sixth graders, respectively, in the same period, conflicts with academic subjects were eliminated while opportunity to select from several electives was maintained by offering electives on a tri-year basis consisting of 12 week modules. Shop, Home Economics, and Art for the seventh and eighth graders were scheduled on the same 12 week basis thus reducing the number of daily periods devoted to these subjects on the old schedule from two to one. Orchestra and instrumental music were offered on an alternate day basis with physical education. This schedule maintained the State requirement of one hundred minutes of physical education every two weeks while increasing the opportunity for children to take, for example, arithmetic as well as music, without sacrificing the former for the latter.

In brief, the new schedule continued to offer all electives while minimizing, or eliminating altogether, conflicts with the academic subjects. Furthermore, while no child lost time under the provisions of the new schedule, approximately eighty percent of the students gained at least fifty minutes of academic time.

Evaluating the recommended schedule in terms of the identified objectives demonstrated that the Practitioner, together with the staff and parents, had theoretically met all of the revised objectives. Aditionally, the development of the new schedule appeared, at least initially, to accommodate

the following additional benefits:

1. The number of teachers under the new schedule was reduced by one, resulting in a savings of approximately $15,000 to the district.

2. As an evident result of the high degree of participation in planning and the resulting equity, staff acceptance of the schedule was extremely positive.

3. Again, because of their involvement and because of the increased instructional time in academics without sacrificing electives, parent acceptance appeared high. This fact was later confirmed by a community meeting with interested parents.

Final Approval

Once evaluated by the steering committee the copies of the draft plan were given to all staff members for their review. With the exception of one or two minor changes, the plan received strong staff support. The new schedule was then reviewed by the Academics Committee of the Board of Trustees; it received the strong endorsement of this subcommittee. They suggested, however, that before final approval one more meeting be set up with middle school parents to review the planned schedule. While few parents attended this meeting, those who did gave the new plan their unqualified support. Final Board approval, which was almost automatic at this point, came on June 16th, the last teacher workday of the 1974-75 school year. Incidentally, timing of the Board's action was beneficial since their action confirmed middle school assignments before the staff left for summer recess.

5. IMPLEMENTATION OF THE NEW SCHEDULE

During the summer, under the direction of the middle school principal, regular scheduling procedures were followed. Room assignments and schedules were mailed to the home of each pupil, together with a list of electives and an elective selection form. As the parents returned the elective lists for each pupil, elective classes were arranged so that class lists and assignments could be as complete as possible prior to the first day of school.

On Tuesday, September 2, the week prior to the opening of school, the teachers returned for a series of preservice meetings and for room preparation. A general faculty meeting was held the morning of September 2 by the Principal and the Practitioner to review the schedule and respond to last minute questions. Supplies, books and materials ordered in June were distributed to the teachers, reflecting new scheduling requirements.

On Tuesday, September 9, 1975 the middle school pupils reported to class. Elective classes began the following Monday, thus allowing additional time for the enrollment of new pupils and the equalization of class loads.

6. EVALUATION

Time Allocation

The evaluation of the new schedule was actually initiated prior to its implementation. The schedule was assessed to determine the number of minutes each child spent in academic subject areas. (See Table 1.); it was assessed to determine the number of minutes of instructional time assigned to each child and the equity of the assignments. (See Table 2.).

Test Scores

An analysis of district test scores for the 1975-76 school year (see Appendex E), using a pre and post test, indicated a significant gain at all grade levels in both mathematics and reading. While this gain cannot be attributed solely to the schedule change since primary scores also increased, it was the opinion of the staff that the new schedule had a positive effect on the academic growth indicated.

Pupil-Teacher Ratio

Once the plan was implemented and enrollment figures confirmed, the pupil-teacher ratio under the new schedule was determined and compared to that found under the old schedule. The focal point here, since classes in the district were traditionally small, was cost effectiveness. The pupil-teacher ratio at the middle school under the old schedule

was 17.1 students to each classroom teacher. We projected a ratio of 19.3 students to one classroom teacher under the new schedule. Actually, because of an unexpected increase in enrollment, the ratio at the end of September, 1976 was 21.3 students to each teacher. While it was still well below the negotiated agreement of 24 to 1, it still marked a significant improvement (+4.1 to 1) in terms of staff utilization.

Learning Disabilities

Relative to the number of children served in Learning Disability Group classes, as previously mentioned, the objective of increased instructional time for children with special needs was increased by adding six arithmetic and reading workshops to the schedule. Potentially, the plan provided small group instruction by grade level to 36 more students. Table 3 illustrates the result of this effort.

TABLE 3

AN ANALYSIS OF THE NUMBER OF CHILDREN SERVED IN LEARNING DISABILITY GROUP CLASSES IN THE 1974-75 SCHEDULE COMPARED TO THE 1975-76 SCHEDULE

	Type of Program	Maximum Enrollment	Actual Enrollment
1974-75 Schedule	Student L.D.G. Class	24 Students	16 Students
1975-76 Schedule	Student L.D.G. Class	24 Students	18 Students
	Math Workshop 4/5 Grades	6 Students	5 Students
	Reading Workshop 4/5 Grade	6 Students	5 Students
	Math Workshop 6th Grade	6 Students	3 Students
	Reading Workshop 6th Grade	6 Students	5 Students
	Math Workshop 7/8 Grades	6 Students	5 Students
	Reading Workshop 7/8 Grade	6 Students	4 Students
Total		60 Students	45 Students

This table illustrates that, in fact, 29 more pupils were served with a potential of serving 60 pupils.

Course Review

A review of new schedule course offerings indicated that no conflict existed between elective offerings and academic subject areas. All elective courses and non academic classes were available during the elective period or the physical education period. The evident loss of physical education time did not adversely affect State requirements since under the old schedule, the number of minutes of physical education for most students far exceeded the minimum State requirement of 100 minutes every two weeks.

Staff Evaluation

Once implemented, two staff meetings were held to review the schedule and recommend changes. The only criticism of the new schedule, by two or three teachers, was the limited selection of electives under the new schedule since most elective courses were offered at the same time. Some concern was also expressed regarding the Learning Disability Group workshops that conflicted with electives. On the other hand, the majority of the staff felt that it would rather have electives and workshops conflict with eachother than the academic periods.

Some time was spent discussing these issues, even though they did not represent the concerns of the majority of the staff. Finally, since neither the several teachers who had

expressed concerns nor anyone else could offer any alternatives, it was agreed by all that at least conceptually, the school staff would recommend that this schedule be continued through the 1976-77 school year without any major changes other than those mandated by student enrollment.

Parent Survey

The Parent Survey form was again sent home to all middle school parents in October and January. Of the two hundred and thirty forms sent out in October, thirty six were returned; twenty three were returned in January. Parent reaction ranged from extremely positive to satisfied. Not one negative evaluation was received. Further, a number of those parents not formally responding did so informally in conversations with the Board members, staff and the Practitioner confirming the same results.

One concern expressed by three parents (8.3%) in September related to the elective conflict mentioned by the teachers. This same concern was not evident in the January survey, nor was it expressed as anything more than a "mild" concern.

Student Reaction

Student reaction, as assessed by teachers and as a result of two student council meetings devoted to the subject, ranged from satisfactory to very positive. To a high degree their reactions reflected the attitude of the parents. Several expressed dissatisfaction with the elective schedule stating that the new procedure limited their choices.

Several others suggested the addition of new elective cou. .es such as rocketry. The staffing and financial constraints of the district relative to these requests were discussed and to some extent a compromise was reached. Rather than offer a course in rocketry, the science teacher indicated that he would include a unit on rocketry in the regular science classes and also prepare a unit for use by those homeroom teachers who were responsible for their own science instruction.

Board Action

After a review of all the relavant data the Board agreed with the staff recommendation that the new schedule be retained through the 1976-77 school year. Furthermore, they requested a continued evaluation of the schedule by the district staff.

Long Range Evaluation

The Practitioner has asked the school psychologist to continue her analysis of test data, particularly during the next two years, to determine what changes, if any, take place in achievement. While it is difficult to determine if a change will be due entirely to the new schedule, it certainly would play an important role since it represents a major change in related factors. Continued assessment of staff and community reactions is also planned.

LRE Dissemination of Information

Copies of this practicum report have been distributed to all middle school principals and district superintendents in Marin County. Reaction has been limited, but positive to date.

APPENDIX A

SAUSALITO SCHOOL DISTRICT

Martin Luther King School

Parent Survey

Please circle the answer you feel best describes:

	Excellent	Very Good	Good	Poor	I Don't Know
1. The effectiveness of the current Martin Luther King class schedule	1	2	3	4	5
2. The current level of services for Educationally Handicapped children at Martin Luther King	1	2	3	4	5
3. The allocation of time for academic subjects when compared to electives or non-academic subjects	1	2	3	4	5
4. The degree to which the current schedule meets the needs of the majority of Martin Luther King students	1	2	3	4	5

5. When compared to core classes, how important is the foreign language program?

- ☐ Very Important
- ☐ Important
- ☐ No Need for It

6. When compared to core classes, how important is the elective program?

- ☐ Very Important
- ☐ Important
- ☐ No Need for It

7. What do you like most about the current Martin Luther King schedule?

_____

_____

_____

_____

8. What do you like the least about the current Martin Luther King schedule?

9. What suggestions do you have to improve the Martin Luther King class schedule?

SAUSALITO SCHOOL DISTRICT
Martin Luther King School

Parent Survey

Please circle the answer you feel best describes:

		Excellent	Very Good	Good	Poor	I Don't Know
1.	The current academic program at Martin Luther King School	1	2	3	4	5
2.	The current class schedule at Martin Luther King School	1	2	3	4	5
3.	My child's progress in reading	1	2	3	4	5
4.	My child's progress in math	1	2	3	4	5
5.	My child's progress in language (writing, spelling, speaking)	1	2	3	4	5
6.	The discipline in my child's classroom	1	2	3	4	5
7.	Communication between home and school	1	2	3	4	5
8.	The health service at our school	1	2	3	4	5

9. How do you feel about your child learning a second language at school? (Please check one box.)

- ☐ Very Important
- ☐ Important
- ☐ No Need for It

10. Do you feel the standards your child's teacher sets for your child are: (Please check one box.)

- ☐ Just About Right
- ☐ Too High
- ☐ Too Low

11. Which is the main language spoken in your home?

- ☐ English
- ☐ Spanish
- ☐ English and Spanish
- ☐ Other _____ (Please List)

12. Would you be able to help in your child's school in any of the following areas? (Please check.)

- ☐ Volunteer Aide
- ☐ Baby Sitter
- ☐ PTA
- ☐ Parent Advisory Committee
- ☐ Translator
- ☐ Other

13. Would you be willing to share your experiences with children in any of the following areas? (Please check.)

- ☐ Travel
- ☐ Vocational (Work Experience)
- ☐ Hobbies
- ☐ Other _____

14. Do you have any suggestions that you feel would strengthen our existing class schedule?

_____

_____

_____

_____

15. Are there classes or programs that are not currently offered that you feel should be added to our schedule?

_____

_____

_____

_____

16. Are there classes or programs currently offered that you feel should be dropped from our schedule?

17. In what areas are you most pleased with our total school program?

18. In what areas are you most displeased with our total school program?

19. Do you have any other suggestions in any areas which you feel would strengthen our school program?

APPENDIX B

SAUSALITO SCHOOL DISTRICT

MEAN TEST SCORES
EXPRESSED IN GRADE EQUIVALENTS
SPRING, 1971 - SPRING, 1974

R E A D I N G

Grade	1971	1972	1973	1974	Expected Norm
1	1.8	1.9	1.8	2.0	1.9
2	2.5	3.0	3.1	2.9	2.9
3	3.0	3.0	3.3	3.3	3.9
4	3.8	4.7	4.4	5.2	4.9
5	4.6	5.2	5.5	5.7	5.9
6	5.2	5.4	5.7	6.7	6.9
7	6.0	6.0	6.3	6.4	7.9
8	6.7	6.7	7.0	7.4	8.9

M A T H

Grade	1971	1972	1973	1974	Expected Norm
1	1.8	2.0	1.8	44%ile	1.9
2	2.8	3.2	3.3	3.2	2.9
3	2.7	3.2	3.7	3.5	3.9
4	3.6	4.3	4.1	5.3	4.9
5	4.5	5.1	5.4	5.2	5.9
6	4.8	4.9	5.4	6.0	6.9
7	5.4	5.0	5.3	5.9	7.9
8	6.2	6.2	6.3	6.1	8.9

Tests: First Grade - SESAT (Stanford Early School Achievement Test)

Second Grade through Eighth Grade - CTBS, S

CALIFORNIA ASSESSMENT PROGRAM

Report on the Second and Third Grade Reading Tests – Spring 1974

County MARIN
District SAUSALITO ELEMENTARY
School
CDS 21 65474

MEAN TEST SCORE

The *Mean Reading Test* Scores for second and third grade pupils in your district and school are shown in the last two columns. The means are also given for all second and third grade pupils in the State of California and for the Nation (as derived from Publishers' Norms).

The Mean Test Score is the average percent of questions on the total *Reading Test* that were answered correctly in your district or school. You may want to think of this score as the percent of questions on the total test that the "average child" answered correctly.

THE AVERAGE SECOND GRADER IN YOUR DISTRICT ANSWERED 66.0 PERCENT OF THE QUESTIONS CORRECTLY. IN CALIFORNIA THE AVERAGE SECOND GRADER ANSWERED 66.6 PERCENT OF THE QUESTIONS CORRECTLY.

Reading Test Results

Grade Level	Mean Test Score (Average Percent of Questions Answered Correctly)			
	National	State	District	School
Grade 2	63.9	66.6	66.0	
Grade 3	79.7	80.2	78.7	

READING TEST COMPARISONS

Two kinds of comparisons are illustrated to help in interpreting the score for your school or district. The numbers and graph to the right tell you 1. How your score ranks among all other schools or districts in California, and 2. How your Mean Test Score compares with the scores of other schools or districts similar to yours in background characteristics.

The percentile rank of your Mean Test Score as compared with all other districts or schools in the State is reported in the first column. Your ranking is also shown visually on the graph to the right (X).

FOR EXAMPLE, IN GRADE 2 YOUR DISTRICT'S MEAN TEST SCORE WAS HIGHER THAN THAT FOR 45 PERCENT OF ALL OTHER DISTRICTS.

The numbers in the second column denote the range of scores that are most likely to be obtained by districts or schools like yours. This "Comparison Score Range" was computed using the background factors below.

IN GRADE 2 MOST DISTRICTS LIKE YOURS SCORED IN THE RANGE FROM THE 13TH TO THE 39TH PERCENTILE.

Reading Test Comparisons

Grade Level	State Percentile Rank: Of the Actual Score	State Percentile Rank: Of the Comparison Score Range	Interpretation Index	Test Score Position (X) and Comparison Score Range (0000) on the State Percentile Rank Scale* (1 – 25 – 50 – 75 – 99)
Grade 2	45	13-39	A	00000)00000 X
Grade 3	54	17-51	A	000)00X

* WHEN DISTRICT AVERAGES ARE RANKED STATEWIDE, THE MIDDLE SCORE (MEDIAN) IS 67.57 FOR GRADE 2 AND 81.85 FOR GRADE 3. THESE SCORES CAN BE THOUGHT OF AS THE PERFORMANCE OF AN "AVERAGE DISTRICT" IN THE STATE.

The Interpretation Index is a one letter summary of how your score compares with that of other schools or districts with similar background characteristics. Scores within the comparison range are given a W, those above an A, and those below a B. On the average, 50 percent of the schools and districts in California are given W's, 25 percent are given A's, and 25 percent are given B's.

FOR GRADE 2 YOUR DISTRICT'S SCORE IS ABOVE THE COMPARISON SCORE RANGE FOR DISTRICTS LIKE YOURS.

BACKGROUND FACTOR SUMMARY

The first three columns show the means or values for each background factor for the state, district, and school. The last column gives the percentile rank of your score compared to all other districts or schools in the state. This same information is shown visually on the graph.

FOR EXAMPLE, YOUR DISTRICT'S SOCIOECONOMIC INDICATOR IS HIGHER THAN 12 PERCENT OF ALL OTHER DISTRICTS.

Background Factor Summary

Background Factors	State	District	School	State Percentile Rank	Position of Each Background Factor on the State Percentile Rank Scale (1 – 25 – 50 – 75 – 99)
ENTRY LEVEL TEST	28.55	28.50		34	X
SOCIOECON. INDICATOR	2.12	1.58		12	X
PERCENT BILINGUAL	5.3	0.0		1	X
PUPIL MOBILITY	39.0	6[illegible].8		96	X

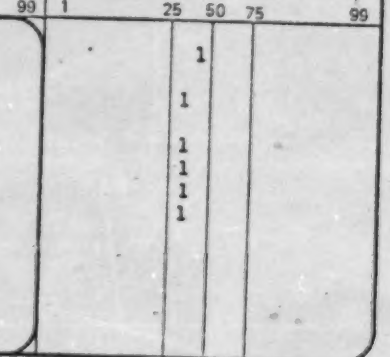
PROFILES OF SCHOOL DISTRICT PERFORMANCE, CALIFORNIA STATE TESTING PROGRAM, 1973-74

County—MARIN

School District—SAUSALITO ELEMENTARY

Grades and Content Areas Tested	Average[a] Scores for This District 1970-71	1971-72	1972-73	1973-74	State Percentile Ranks of District Averages 1970-71	1971-72	1972-73	1973-74	State Percentile Ranks of Predicted Score Range 1973-74	Performance Index
Grade 2 Reading	22.0	29.5	29.3	66.0b	20	68	63	45	13-39	A
Grade 3 Reading	56.0	30.0	34.7	78.7b	26	8	25	24	17-31	A
Grade 6 Reading	56.0	50.0	57.0	57.0	31	16	35	33	35-74	B
Language	52.5	45.0	54.8	52.0	30	14	52	37	28-70	W
Spelling	19.0	18.0	21.3	20.5	13	10	46	36	21-57	W
Mathematics	64.5	44.3	65.8	66.0	22	1	33	32	25-76	W
Grade 12 Reading	--	--	--	--	--	--	--	--	-----	
Language	--	--	--	--	--	--	--	--	-----	
Spelling	--	--	--	--	--	--	--	--	-----	
Mathematics	--	--	--	--	--	--	--	--	-----	

Percentile Ranks of District Average (X) and Predicted Score Range (O) 1973-74

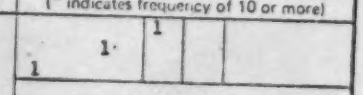


Distribution of Schools in District According to State School Percentile Ranks (*indicates frequency of 10 or more)

Background Factors	District Values 1970-71	1971-72	1972-73	1973-74	State Percentile Ranks of District Values 1972-73	1973-74
Entry Level Test	c	c	c	28.50	c	34
Socioeconomic indicator	c	c	c	1.58	c	12
Percent bilingual	c	c	c	0.0	c	1
Average class size K-8	--	21.6	19.6	20.4	15	18
Average class size 9-12	--	--	--	--	--	--
General purpose tax rate	$2.96	$2.70	$2.71	$2.61	76	66
Assessed valuation per unit of a.d.a.	$86,203	$106,383	$96,318	d	91	d
Percent minority pupils, total	54.0	54.5	c	57.2	c	91
Percent American Indian	0.0	0.0	c	0.0	c	17
Percent Negro	50.5	51.2	c	50.6	c	99
Percent Oriental	1.8	2.7	c	4.3	c	92
Percent Spanish-surnamed	1.1	0.6	c	2.1	c	21
Index of family poverty	$86.80	$101.74	$79.94	d	99.	d
Pupil mobility:						
Grades 1-8	.77	.74	.84	d	53	d
Grades 9-12	--	--	--	d	--	d
Expenditures for instruction/unit of a.d.a.	$1,372	$1,375	$1,280	d	98	d
Regular a.d.a. grades 1-12	473	414	466	d	42	d
U.S. Census factors (1970):						
Percent Spanish language			2.42		12	
Percent college-educated males			19.46		98	
Percent college-educated females			17.89		98	
Median income—male professionals			$12,115		76	
Median income—male operatives			$6,141		22	
Median income—all males			$9,771		88	

State Percentile Ranks of District Values 1972-3=(R), 1973-4=(R), Both=(S)

Distribution of Schools in District According to State School Percentile Ranks (* indicates frequency of 10 or more)



a—1973-74 Reading Test scores for grades 2 and 3 are reported as mean percent correct. All other "averages" are medians.

b—In 1973-74, the reading test for grades 2 and 3 was changed from the Cooperative Primary Reading Tests to the Reading Test developed for the California Assessment Program. Caution, therefore, is urged in comparing 1973-74 second and third grade reading scores with those of previous years.

c—Data not collected.

d—Data not available at report time.

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* FACTORS USED IN PREDICTING 1973 GRADE SCORES.

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1974-1975 Core/Modular Schedule

MARTIN LUTHER KING SCHOOL

Daily Class Schedule - 6,7,8 Grades

Fall Semester - September, 1974

Room / Period	14 Spells Core	10 Flores Core	13 Goss Core	15 Larson Core	11 Whitten Core	22 Flynn Math	21 Shippey Math	Gym Thomson P.E.	Gym Rousant P.E.	8 Vial Shop	7 Harr H.Ec.	20 Byrne Science 1	2	3	4	12 Yearby LDG	23 Klenk Art 1	2	3	4	Cafe. Pokorny Music	9 Lea Typing
Homeroom Opening Ex. 8:10-8:20	6C	7A	7B	8C		8B		Prep.	Prep.	8A (7C)	6A (7C)	7C		8A	6A	LDG		7C	6A	8A		
1st 8:21-10:00	6C	7A	7B	8C		8B		Prep.	Prep.	8A (7C)	6A (7C)	7C		8A	6A	LDG		7C	6A	8A		
2nd 10:00-10:40	6C	7A	7B	8C		8A	6A	8B 7C	6B 7C	Prep.	Prep.		Prep.			LDG	Prep.				To be scheduled - Flip flop P.E.	
Recess 10:40-11:00							R E C E S S															
3rd 11:00-11:40	6C	7A	7B	8C		7C	Music	8A	6A	8B	8B				8B	LDG			8B			Adv. Typing
4th 11:40-12:20	Prep.	Span.	Prep.	Prep.	Enrich.	Enrich	Enrich.	Enrichment		Enrichment		Enrichment				LDG	Enrichment					Beg. Typing
Lunch 12:20-1:10							L U N C H															
5th 1:10-1:50	6A		7C	8A	8B	7A	6C	7B	8C	4th/5th P.E.		Lunch				LDG	French					
6th 1:50-2:30	6A		7C	8A	8B	8C	7B	6C	7A	4th/5th Shop	H.Ec.	Nature Study				LDG	4th/5th French				4th/5th	
7th 2:30-3:10	6A		7C	8A	8B	Prep.	Prep.			8C (7A)	7B (6C)	6C	7A	8C	7B	LDG	7A	6C	7B	8C		
Homeroom Closing 3:10-3:20					C	L A	S S	D I S	M I S	S	A L											

( ) Indicates course to be given second semester

Period	4th/5th Grades 4A Jones	4B Bearsh	4C Clemens	4/5A Ward	5B Barasy	5C Baraty
Opening Ex. 8:30-8:40	OPENING					
1st 8:40-9:30	READING					
Recess 9:30-9:50	RECESS					
2nd 9:50-10:40	MATHEMATICS					
3rd 10:40-11:30	LANGUAGE ARTS					
Lunch 11:30-12:20	LUNCH					
4th 12:20-1:10	SOCIAL STUDIES/SCIENCE Byrne SEE SCHEDULE "A"					
Health/P.E. 5th 1:10-1:50	SEE SCHEDULE "B"					
Enrichment 6th 1:50-2:30						
Closing 2:30-2:40	EVALUATION/DISMISSAL					

1975-1976 Class Schedule

MARTIN LUTHER KING SCHOOL

4th through 8th Grades

	T. Flynn	A. Larson	J. Whitten	P. Byrne	A. Goss	P. Sarasy	E. Spells	B. Barsky	L. Bennison	P. Ward	G. Gregg	L. Jones	B. Thomson / P. Tousant	J. Vial	H. Walsh	S. Klenk	P. Lea	R. Menaster	J. Pokorny
8:15 to 9:00			Reading Work Shop			Self-Contained 6A	Self-Contained 6B	Self-Contained 5A	Self-Contained 5/6	Self-Contained 4/5	Self-Contained 4A	Self-Contained 4B							
9:00 to 9:45	6th Math Work Shop	8B Language Arts	7/8 Language Arts	7A Math	7B Language Arts	Prep	Prep						6th P.E.	8A Math	8A Math	Art at Bayside		L. D. G.	5/6 Beginning Band Wednesday-Self-Contained Mon.-Tues.-Thurs.-Fri.-from P. E.
9:45 to 10:00	Recess																		
10:00 to 10:45	8A Social Studies	8B Language Arts	7/8 Language Arts	7/A Science	7B Language Arts				Prep	Prep			4/5 & 5/6 P.E.	Prep	Prep	Art at Bayside		L. D. G.	6A Beginning Band P.E. 6B Beginning Band P.E.
10:45 to 11:30	Prep	Prep	5/6 Math	4/5 Math	Prep				Bayside French	Bayside Spanish			7th P.E.	8A Shop 8B Shop	8A H.E. 8B H.E.	8B Art 8A Art		L. D. G.	7 & 8 Advanced Band 7th-P.E.; 8th-Electives 4/5 Beginning Band Self-Contained Classes
11:30 to 12:15	7A Social Studies	8B Social Studies	7/8 Social Studies	8A Science	7B Social Studies	LUNCH							Lunch Intra Mural	Lunch				Prep	Lunch
12:15 to 1:00	LUNCH					Drama	Systems 80 Pilot	Reading Work Shop	French	Spanish	4/5 Math Work Shop	Reading Work Shop	Intra Mural Lunch	Shop	H.E.	Art	4/5 Typing	Lunch	7th & 8th Beginning Guitar or Piano
1:00 to 1:45	7 & 8 Math Work Shop	7 & 8 Guidance		Prep	7 & 8 Guidance	Self-Contained	Self-Contained	Self-Contained	Self-Contained	Self-Contained	Self-Contained	Self-Contained	8th P.E.	7A Shop 7B Shop	7A H.E. 7B H.E.	7B Art 7A Art	7/8 Typing	L. D. G.	6B Beginning Band Self-Contained Class 7 & 8 Advanced Band 7th-Electives, 8th-P.E.
1:45 to 2:30	7/8 Math	8A Language Arts		8B Science	7A Language Arts			Prep			Prep	Prep	4B & 5A P.E.	7B Science	4A P.E.	4/5/6 Art Projects		L. D. G.	4/5 Beginning Band Self-Contained Class 6A Beginning Band Self Contained Class
2:30 to 3:15	7B Math	8A Language Arts		7/8 Science	7A Language Arts				Foreign Language for 7th/8th Graders				Prep Prep	8B Math	7B Math	Prep		L. D. G.	Prep

Home Economics

APPENDIX D

4th/5th GRADES PROGRAM

SCHEDULE A

4th Period 12:20-1:10 p.m.	Jones	Sutherlin	Bearsh	Baraty or Byrne
Monday	Social Studies	Social Studies	Social Studies	Social Studies
Tuesday	Science	Science	Science	Science
Wednesday	Social Studies	Social Studies	Social Studies	Social Studies
Thursday	Science	Science	Science	Science
Friday	Social Studies	Science	Science	Science

Appendix D contd

4th/5th GRADES PROGRAM

SCHEDULE "B"

5th Period 1:10-1:50 P.M.	Jones	Sutherlin	Bearsh	Baraty
Monday	P.E. (Tousant)	P.E. (Thomson)	Shop/Homemaking (Vial-Hardy)	Science (Byrne)
Tuesday	Science (Byrne)	Shop/Homemaking (Vial-Hardy)	P.E. (Thomson)	P.E. (Tousant)
Wednesday	P.E. (Tousant)	P.E. (Thomson)	Science (Byrne)	Shop/Homemaking
Thursday	Shop/Homemaking	Science (Byrne)	P.E. (Thomson)	P.E. (Tousant)
Friday	P.E. (Tousant)	P.E. (Thomson)	Shop/Homemaking (Vial-Hardy)	Science (Byrne)
Monday	Science (Byrne)	Shop/Homemaking (Vial-Hardy)	P.E. (Thomson)	P.E. (Tousant)
Tuesday	P.E. (Tousant)	P.E. (Thomson)	Science (Byrne)	Shop/Homemaking (Vial-Hardy)
Wednesday	Shop/Homemaking (Vial-Hardy)	Science (Byrne)	P.E. (Thomson)	P.E. (Tousant)
Thursday	P.E. (Tousant)	P.E. (Thomson)	Shop/Homemaking (Vial-Hardy)	Science (Byrne)
Friday	Science (Byrne)	Shop/Homemaking (Vial-Hardy)	P.E. (Thomson)	P.E. (Tousant)

Appendix D contd.

APPENDIX D contd

1975-76

Martin Luther King Teacher Assignment

BERNADETTE BARATY - 5 A

Period	Subject
I	Self Contained
II	Self Contained
III	Self Contained
IV	Self Contained
V	Lunch
VI	4-5-6 Reading Workshop
VII	Self Contained
VIII	Prep

PAT WARD 4/5

Period	Subject
I	Self Contained
II	Self Contained
III	Prep
IV	Bayside Spanish
V	Lunch
VI	King 4-5-6 Spanish
VII	Self Contained
VIII	Self Contained
IX	7th - 8th Spanish

ELEANOR SPELLS - 6B

Period	Subject
I	Self Contained
II	Prep
III	Self Contained
IV	Self Contained
V	Lunch
VI	Elective - 4-5-6
VII	Self Conatined
VIII	Self Contained

LINDA BENNISON - 5/6

Period	Subject
I	Self Contained
II	Self Contained
III	Prep
IV	Bayside French
V	Lunch
VI	King 4-5-6- French
VII	Self Contained
VI	Self Contained
IX	7th - 8th French

ALICE GOSS

Period	Subject
I	7B Language Arts
II	7B Language Arts
III	Prep
IV	7B Social Studies
V	Lunch
VI	Guidance 7th grade
VII	7A Language Arts
VIII	7A Language Arts

PHYLLIS SARASY - 6A

Period	Subject
I	Self Contained 6A
II	Prep
III	Self Contained 6A
IV	Self Con ined 6A
V	Lunch
VI	Elective - Drama - 4-5-6
VII	Self Contained 6A
VIII	Self Contained 6A

TOM FLYNN

Period	Subject
I	Math Workshop - 6th grade
II	8A Social Studies
III	Prep
IV	7A Social Studies
V	Lunch
VI	Math Workshop - 7 & 8th grade
VII	7/8 Math
VIII	7B Math

ADELE LARSON

Period	Subject
I	8B Language Arts
II	8B Language Arts
III	Prep
IV	8B Social Studies
V	Lunch
VI	Guidance 8th
VII	8A Language Arts
VIII	8A Language

JULIE WHITTEN

Period	Subject
8:30 - 9:00	Reading Workshop - 7th & 8th
I	7/8 Language Arts
II	7/8 Language Arts
III	5/6 Social Studies
IV	Social Studies

PAT BYRNE

Period	Subject
I	7A Math
II	7A Science
III	4/5 Math
IV	8A Science
V	Lunch
VI	Prep
VII	8B Science
VIII	7/8 Science

LIZ JONES - 4B

Period	Subject
I	Self Contained
II	Self Contained
III	Self Contained
IV	Self Contained
V	Lunch
VI	Reading Workshop 4-5-6
VII	Self Contained
VIII	Prep

GEORGE GREGG - 4A

Period	Subject
I	Self Contained
II	Self Contained
III	Self Contained
IV	Self Contained
V	Lunch
VI	Math Workshop 4-5
VII	Self Contained
VIII	Prep

BOB THOMSON

Period	Subject
I	
II	6th P.E.
III	4/5th P.E.
IV	7th P.E.
V L	Lunch
VI	7-8th Intramurals
VII	8th P.E.
VIII	4B P.E.
IX	Prep

PAT TOUSANT

Period	Subject
I	
II	6th P.E.
III	5/6th P.E.
IV	7th P.E.
V	4-5-6 Intramurals
VI	Lunch
VII	8th P.E.
VIII	5A P.E.
IX	Prep

JOHN VIAL

Period	Subject
I	
II	8A Math - Team Taught
III	Prep
IV	8A/8B Shop
V	Lunch
VI	4-5-6 Shop
VII	7A/7B Shop
VIII	7B Science
IX	8B Math

HELENA WALSH

Period	Subject
I	
II	8A Math - Team Taught
III	Prep
IV	8A/8B Home Ec.
V	Lunch
VI	4-5-6 Home Ec.
VII	7A/7B Home Ec.
VIII	4A P.E.
IX	7B Math - Team Taught with Mr. Flynn

SHIRIA KLENK

Period	Subject
I	Bayside
II	Bayside
III	Bayside
IV	8A/8B Art
V	Lunch
VI	4-5-6 Art
VII	7A/7B Art
VIII	Art-Projects
IX	Prep

PAULINE LEA

Period	Subject
I	
II	
III	
IV	
V	
VI	Typing
VII	Typing

RAY MENASTER

Period	Subject
I	
II	L. D. G.
III	L. D. G.
IV	L. D. G.
V	Prep
VI	Lunch
VII	L. D. G.
VIII	L. D. G.
IX	L. D. G.

JANE POKORNY

Period	Subject
I	
II	Band- Beginners 5th & 6th
III	Band-Beginners 6th
IV	Band-Advanced & 4-5th Classroom Music
V	Lunch
VI	7th & 8th Beginners or Guitar & Piano
VII	6B Beginners/Advanced Band
VIII	4-5 Classroom Music/ 6A Beginners
IX	Prep

APPENDIX E

MEAN TEST SCORES
EXPRESSED IN GRADE EQUIVALENTS
FALL, 1975 - SPRING, 1976

R E A D I N G

Grade	Fall, 1975	Spring, 1976	Difference
1	45%ile	2.1	--
2	1.9	3.2	+1.3
3	2.8	3.4	+ .6
4	3.6	4.3	+ .7
5	4.1	5.2	+1.1
6	5.6	7.7	+2.1
7	6.8	7.9	+1.1
8	7.8	7.6	- .2

M A T H

Grade	Fall, 1975	Spring, 1976	Difference
1	35%ile	2.1	--
2	1.7	3.0	+1.3
3	2.2	3.5	+1.3
4	3.7	4.3	+ .6
5	3.9	4.9	+1.0
6	4.9	5.8	+ .9
7	5.1	6.9	+1.8
8	5.8	7.9	+2.1

Tests: Grade 1 - SESAT (Stanford Early School Achievement Test), Level II
Grades 2 through Grade 8 - CTBS, S, Levels A-4

TEST SCORES, SPRING 1976
MEAN SCORES, EXPRESSED IN
GRADE EQUIVALENTS*

Grade	Reading	Language	Mathematics	Expected Norm
K	73%ile	--	69%ile	50%ile
1	2.1	--	2.1	1.9
2	3.2	2.3	3.0	2.9
3	3.4	3.1	3.5	3.9
4	4.3	4.1	4.3	4.9
5	5.2	5.1	4.9	5.9
6	7.7	6.3	5.8	6.9
7	7.9	7.5	6.9	7.9
8	7.6	8.8	7.9	8.9

*Kindergarten Score expressed in Mean Percentile.

Tests: Kindergarten and First Grade - SESAT (Stanford Early School Achievement Test)

Second Grade through Eighth Grade - CTBS, S

CALIFORNIA ASSESSMENT PROGRAM
Report on the *Survey of Basic Skills: Grade 6* – April, 1975

DISTRICT LEVEL REPORT SEPTEMBER, 1975

County [illegible]
District SAUSALITO ELEM SCHOOL DISTRI
School
CDS 21 65474

SURVEY SCORES

The test scores for each of the four content areas are shown for the state, your district and your school. The first column shows the score of the median school or district in the state. You may want to think of this score as the "state average" or the performance of a "typical school or district" in the state.

The "percent correct" score is the percent of correct responses made by your pupils on the test items in a given content area. This score can be interpreted as the percent of questions that your "typical or average pupil" would answer correctly if he or she were given the full-length test.

THE AVERAGE SIXTH GRADER IN YOUR DISTRICT ANSWERED 52.3 PERCENT OF THE QUESTIONS CORRECTLY IN READING. BY COMPARISON, THE AVERAGE SIXTH GRADER IN A TYPICAL CALIFORNIA DISTRICT ANSWERED 57.2 PERCENT OF THE QUESTIONS CORRECTLY.

Survey Scores

Content Areas	Percent Correct for		
	Median DIST. in State	District	School
Reading	57.2	52.3	
Written Expression	52.3	69.5	
Spelling	49.6	74.4	
Mathematics	56.2	49.1	

NOTE: The *California Administrative Code, Title 5,* prohibits the release of test results "...to the governing board of the district or... to the public until the statewide results of the program have been presented to the State Board of Education..." (Section 1026)

SURVEY COMPARISONS

This section of the report helps you to look at your scores in two different ways to facilitate their interpretation. The numbers and graph to the right tell you (1) how your score ranks among all other schools or districts in California, and (2) how your score compares with the scores of most other schools or districts that are similar to yours in background characteristics.

FOR READING, YOUR DISTRICT RANKS ABOVE 26 PERCENT OF THE DISTRICTS IN THE STATE. THE COMPARISON SCORE BAND, INDICATING TYPICAL PERFORMANCE OF DISTRICTS LIKE YOURS, RANGES FROM THE 17TH TO THE 46TH PERCENTILES.

THE BAND FOR DISTRICTS LIKE YOURS WAS COMPUTED STATISTICALLY, USING THE FIRST TWO BACKGROUND FACTORS.

INTERPRETATION INDEX

The Interpretation Index is a one-letter summary indicating how your score compares with those of most other schools or districts having similar background characteristics. Actual scores that are above the Comparison Score Band are indicated by an A, those below by B, and those within by W. On the average, 50 percent of the schools or districts in California have W's; 25 percent A's; and 25 percent B's in each of the four content areas.

FOR EXAMPLE, IN READING, YOUR DISTRICT'S ACTUAL SCORE IS BELOW THE COMPARISON BAND.

Survey Comparisons

Content Areas	State Percentile Rank		Interpretation Index	Positions of Actual Score (X) and Comparison Score Band (000) on the State Percentile Rank Scale †
	Of the Actual Score	Of the Comparison Score Band		1 10 25 50 75 90 99
Reading	26	17-46	B	000X00000
Written Expression	97	16-47	A	000000000X
Spelling	97	16-51	A	000000000X
Mathematics	43	14-50	W	000000000X

BACKGROUND FACTOR SUMMARY

The *Interpretive Supplement* provides the definitions and sources of the background factors reported here.

The first column shows the value for the median school or district in the state. In the next two columns, the values are given for your district and school. The last column gives the percentile rank of your school or district background factor value compared to all others in the state. The percentile ranks are also shown visually on the graph.

FOR EXAMPLE, YOUR DIST.'S SOCIOECONOMIC INDEX IS HIGHER THAN THAT OF 19 PERCENT OF ALL OTHER DISTRICTS IN CALIFORNIA.

Background Factor Summary

Background Factors	Value for Median DIST. in State	District Value	School Value	State Percentile Rank	Position of Each Background Factor on the State Percentile Rank Scale †
					1 10 25 50 75 90 99
GRADE 3 ACH. INDEX	62.1	76.7		33	X
SOCIOECON. INDEX	1.20	0.80		19	X
PARENT EDUC. INDEX	1.97	1.60		21	X

† The State Percentile Rank scale is based upon all school scores for a school level report and all district scores for a district level report.

CALIFORNIA ASSESSMENT PROGRAM
Report on the *Survey of Basic Skills: Grade 6* – April, 1975

DISTRICT LEVEL REPORT SEPTEMBER, 1975

District SAUSALITO ELEM SCHOOL DISTRI
School

SURVEY SCORES BY SUBCONTENT AREA

This section of the report helps you to assess the relative strengths and weaknesses of your program components by examining subcontent area bands. However, you are urged to treat the report as only one indicator in the total evaluation of your school program.

Four content areas were assessed by the *Survey*: Reading, Written Expression, Spelling, and Mathematics. As many subcontent scores are reported as the number of items and the number of pupils tested allow.

The scores in the first three columns are expressed as the percent of questions answered correctly by pupils. The percentile ranks reported in the fourth column are shown as bands rather than a single score in order to show the error associated with each score. The bands are also shown visually on the graph. You are urged to look at your score as a band to avoid over-interpretation of small differences in subcontent scores. The more important differences between subcontent scores are likely to be those where the bands do not overlap.

FOR EXAMPLE, THE BANDS DO NOT OVERLAP FOR

WORD IDENTIFICATION AND COMPREHENSION

THE IMPORTANCE OF THIS DIFFERENCE CAN BE DETERMINED ONLY IN THE CONTEXT OF YOUR INSTRUCTIONAL PROGRAM AND THE TEST CONTENT.

NUMBER OF PUPILS TESTED

44 SIXTH GRADE SURVEY BOOKLETS WERE RECEIVED AND SCORED FOR YOUR DISTRICT. A STATISTICALLY COMPUTED CHANCE SCORE WAS GIVEN TO YOUR 0 NONENGLISH-SPEAKING PUPILS.

YOU WERE NOT REQUIRED TO TEST PUPILS IN PROGRAMS FOR THE EDUCATIONALLY HANDICAPPED, MENTALLY RETARDED, OR PHYSICALLY HANDICAPPED.

Questions regarding the California Assessment Program or the *Survey of Basic Skills* should be directed to the Office of Program Evaluation and Research, State Department of Education, 721 Capitol Mall, Sacramento, California 95814, (916) 322-2200

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Survey Scores by Subcontent Area

Subcontent Areas	Percent Correct For: Median DIST. in State	Percent Correct For: District	Percent Correct For: School	State Percentile Rank of Score Band	Position of Subcontent Area Score Expressed as a Band (———) on the State Percentile Rank Scale † (1 10 25 50 75 90 99)
Reading					
WORD IDENTIFICATION	51.4	50.0		25-63	
VOCABULARY	54.1	60.0		49-85	
COMPREHENSION	60.7	50.3		8-20	
LITERAL	63.3	54.1		9-31	
INTERPRETIVE	57.6	45.7		6-19	
CRITICAL	64.3	50.3		17-52	
STUDY-LOCATIONAL	55.9	61.3		47-80	
Written Expression					
SENTENCES	47.7	67.9		91-98	
RECOG. AND MANIP.	57.7	75.0		85-96	
CAPITAL. & PUNCT.	45.8	66.5		91-98	
HAND FORMS	62.2	74.0		81-95	
LANGUAGE CHOICES	64.9	68.1		44-83	
Mathematics					
ARITHMETIC SKILLS	59.3	53.0		32-56	
NUMBER CONCEPTS	64.7	59.5		16-41	
WHOLE NUMBERS	72.7	75.9		47-85	
FRACTIONS	47.6	51.4		51-76	
DECIMALS	36.9	48.9		14-48	
GEOMETRIC SKILLS	43.4	34.1		4-15	
MEASUREMENT & GRAPH	44.2	48.0		58-82	
PROBABILITY AND STATISTICS	25.0	17.9		5-42	

† The State Percentile Rank scale is based upon all school scores for a school level report and all district scores for a district level report.

SAUSALITO SCHOOL DISTRICT

SAUSALITO, CALIFORNIA

MEMORANDUM

DATE May 15, 1976

TO: Don Johnson, Superintendent

FROM: Christina Oldenburg, School Psychologist

SUBJECT: Spring Testing, 1976

The following is a report of the district testing program administered in April and comparable tests for prior years.

Page 1 depicts the mean grade equivalent scores for each grade in the district. The last column, "expected norm," is the publishers' national norm.

Page 2 depicts a comparison of the mean scores for Fall, 1974 and Spring, 1976.

CO:MO

Enclosures